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ABSTRACT

A management plan is outlined for the development of an inservice teacher education program. Suggested roles and responsibilities of key personnel are discussed. Critical decisions and events in the planning process are pointed out, and a management blueprint is included. This revision of an earlier guide also contains a monograph on the generic principles for effective inservice education planning. (JD)

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PLANNING FOR INSERVICE EDUCATION

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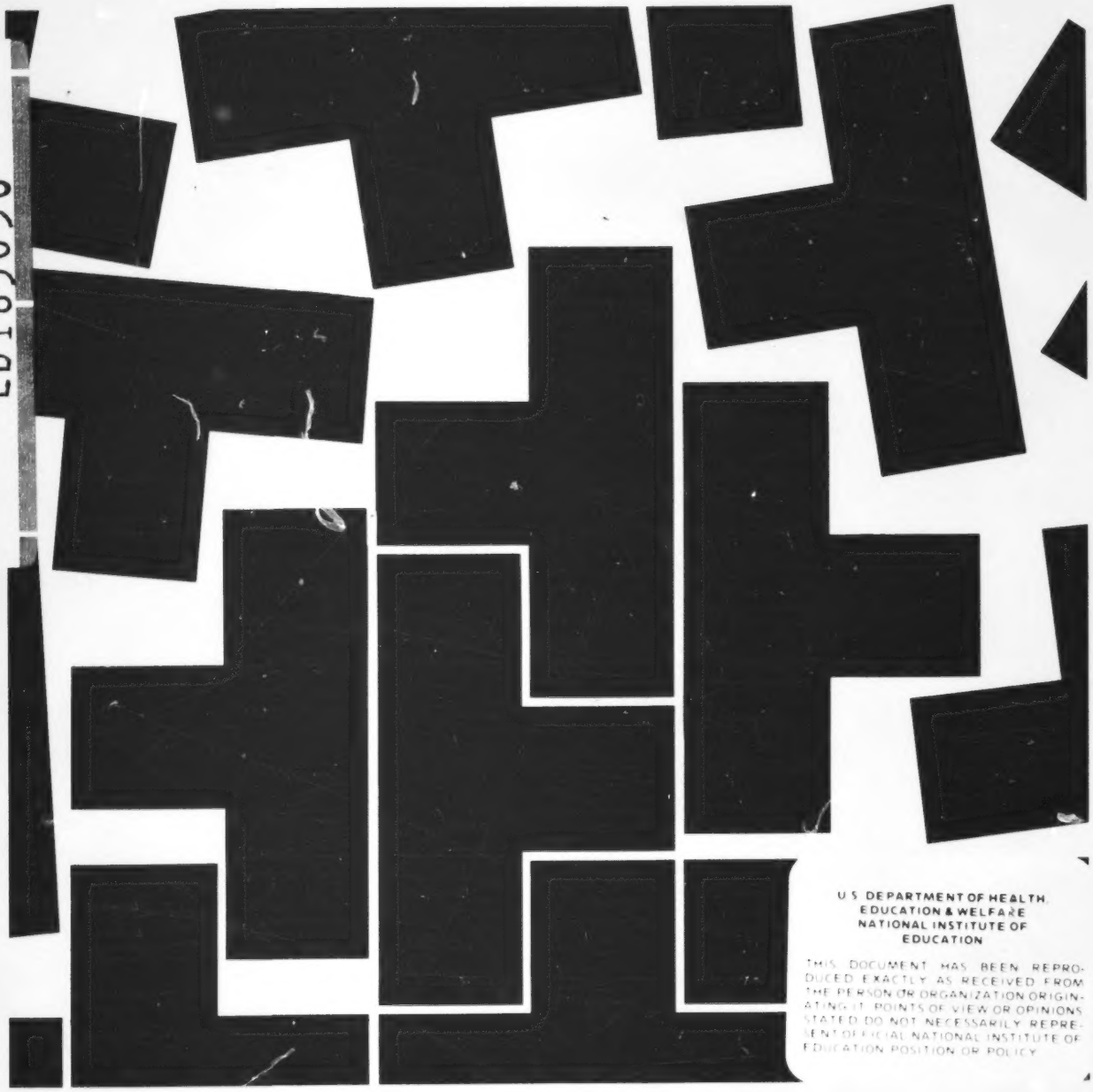

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A MANAGEMENT GUIDE

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PLANNING FOR INSERVICE EDUCATION

(REVISED)

A MANAGEMENT GUIDE

Herb Hite
and
Pat McIntyre

Prepared in accordance with a contract between HEW and U.S. Office of Education, Teacher Corps, and Western Washington University, Bellingham, Washington. The contract was to develop procedures and guidelines for designing Inservice Components of Teacher Corps Projects.

Western Washington University
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A PLANNING PROCESS FOR INSERVICE EDUCATION

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PREFACE TO REVISION OF

PLANNING FOR INSERVICE EDUCATION

Two considerations led to a revision of Planning for Inservice Education, first published in 1976:

1. Four different planning teams at four different schools tested the model under contract with Teacher Corps during 1977-78.
2. The first five-year Teacher Corps grants were awarded in the Summer of 1978. Teacher Corps required project staffs to devote the first year to planning for the events which would follow in the remaining four years of the grant.

The experiences of the four contractors revealed a number of ways in which the planning model could become more useful to others. The required planning year of Teacher Corps projects provided an unprecedented opportunity to plan for the demonstration of effective inservice education practices.

The revised model, Planning for Inservice Education, includes:

A. Monograph - a discussion of the generic principles for effective inservice education planning.

B. Process Guide - a set of activities which planners and clients of an inservice education program might follow to develop an effective plan. (This part is revised and expanded.)

C. Management Guide - responsibilities of key personnel, critical

events during the planning period and a management blueprint. (New section.)

D. Resource Guide- selected exhibits which illustrate practices or products developed by local teams. (New section.)

E. Slide-tape Presentation - a device for presenting the model to potential clients (optional). (Revised)

PREFACE

The importance of the continuing education of teachers is difficult to exaggerate. The reports of national and state examinations imply that the quality of teaching has done little to offset the advantages some pupils have over others by virtue of their home backgrounds. Children in schools serving wealthy families do better on national examinations than children from schools serving poor families*. The differences between these populations seem relatively stable from year to year. Furthermore, the massive efforts of compensatory education programs have done little to modify this general finding. Apparently the national effort in the '60's and '70's to educate a new generation of teachers with advanced techniques for implementing learning had little impact upon a growing and subtle elitism in American education.

Now, in 1976-77, teachers are staying in the profession longer. In the '50's and '60's a new teacher, on average, left the profession after fewer than three years of practice. In addition, fewer new teachers enter each year. For the first time in many generations of school children there is a chance to affect the education of children through a national effort to upgrade the performance of the teachers who presently manage today's classrooms, and in all likelihood will continue to manage classrooms for a considerable period of time. It is still possible, optimists among educators believe, to help teachers make a difference in the intellectual and social growth of children from <u>all</u> the homes in the nation.

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* For example, 1976 test results in basic skills for all fourth grade pupils in the State of Washington seem to support this observation.

But there appear to be no principles or guidelines for effective inservice education! Inservice education has no tradition, no recognized pattern of orderly and continuing development of professional teaching skills. The fact that there was a Request for Proposals which resulted in this Planning Process for Inservice Education supports the observation that educators who would increase their efforts to improve the performance of teachers have no significant body of knowledge available to guide their planning.

This model for a Planning Process for Inservice Education represents the best thinking over a period of six months of a group of teacher educators in western Washington State. The process of developing the model had these stages:

1) After the Contract was negotiated, a staff was recruited--a Design Team, a Panel of Consultants, and a faculty of a public school to field-test the product of the Design Team.

2) The Design Team reviewed the available literature on inservice education.

3) The Design Team prepared a set of "principles for effective inservice education", gleaned from the literature. The Panel of Consultants reviewed the list and recommended revisions.

4) The Design Team developed a tentative model for effective inservice education based upon the revised principles. The Panel of Consultants also reviewed this tentative model. There was surprisingly little disagreement among the members of both committees.

5) The Director of the Contract presented the model for effective

inservice education to a committee of the Amercian Association of Colleges of Teacher Education, at the committee's invitation. The presentation was one of five. It was the Director's impression, shared by the AACTE committee, that the five presentations of inservice models represented programs that were quite different but effective in their different ways for their own constituents. There must be more than one model for effective inservice education, and these different models may well be radically different.

6) This observation was the turning point for the Western Washington team. The team viewed the model they had devised as one of several possible models, rather than the one to be proposed as the product of their contract with the U. S. Office of Education. The Design Team set about the task of developing a process for models with variable standards for effectiveness.

7) The key for the Planning Process developed by the Design Team, is a rigorous exercise by the local participants leading to a definition of the purpose for their inservice education program. There may be differences among effective inservice programs, but these differences must reflect local values concerning the further education of teachers.

8) The new approach was presented to ten directors of Teacher Corps projects. They analyzed the process both as to its content and as to its feasibility for local implementation.

9) The Panel of Consultants was enlarged to include three more classroom teachers, selected by the professional organizations. The expanded panel then criticized the Planning Process.

10) The revised Planning Process was tested by 30 elementary teachers, the staff of one elementary school. The teachers simulated the steps through which a local faculty would proceed in order to develop a specific inservice plan.

11) Final revisions were made in the documents and in the slide-tape presentation.

The Western Washington State College team believes that this model of a planning process is useful and has wide applicability. The team doesn't know, of course, that the process is really valid, and won't know until team members have analyzed the results of this planning process in several situations. We foresee changes in the process, but we present this as the product of our contract with the U. S. Office of Education, Teacher Corps, with a sense of professional satisfaction from what has been a challenging task for a significant national purpose.

Herbert Hite
December, 1976

A MANAGEMENT GUIDE

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INTRODUCTION

WHY HAVE A MANAGEMENT PLAN?

It can assure the staff that all important steps have been considered and are reflected in the inservice plan.

It can serve as an explanation of the plan as a whole--an overview, a summary, a bird's-eye view.

It can provide a step-by-step procedure for completing the plan.

It can show the relationship of the different elements of the plan and how the people involved will serve each other.

It can clarify the responsibilities of each person or group who is expected to participate.

IN THE CASE OF TEACHER CORPS PROGRAM '78 AND '79 PROJECTS:

1. The Management Plan should specify the planning phases and detailed steps within the time framework of the first year of a five-year program.

2. The Management Plan should clarify the roles and responsibilities of the persons and groups who are required to participate by Teacher Corps guidelines.

3. The Management Plan should assure the staff that the inservice process will include the objectives of the Teacher Corps Program proposal.

THIS MANAGEMENT PLAN CONSISTS OF:

1. Suggested Roles and Responsibilities of Key Personnel
2. Critical Events and Decisions During the Planning Period
3. A Management Blueprint

SUGGESTED ROLES AND RESPONSIBILITIES OF KEY PERSONNEL

The kind of inservice education which is assumed by the writers of this model is one that involves the professional staff of an entire school, or several schools, at least one cooperating college or university, the administration for the cooperating school(s) and the community which the school serves. Several groups and individuals are required for this kind of enterprise. These are described below.

Policy Board

A board or council must set policy for inservice education. The members of this board who literally have veto power over inservice education include the superintendent of the local education agency, the chief administrative officer of the Education faculty at the university, the elected chairperson of the school community advisory group and the chief officer for the organization which has the negotiating rights in the L.E.A. for the teachers. There may be others.

This Policy Board is the only group which can provide a budget for the planning process, can approve the inservice plan and can appoint persons to work in an official capacity on various planning committees and task forces. Board members may designate persons to serve in their place.

Constituencies Represented on the Policy Board

The members of the Policy Board, themselves, must report to their own constituencies. For instance, the superintendent is responsible to an elected board of education and the Dean of Education may be responsible to a university curriculum committee. Often a member of the Policy Board must delay his/her decision until he/she can caucus with the membership being represented.

Teacher Corps projects must have an elected Community Council. The Chairperson of this council is on the Policy Board. The Community Council serves as an advisory group to the Policy Board and probably is represented on all or most of the key working groups who will be planning the inservice program.

The way Policy Board members function may be very different from place to place. These differences may reflect local custom and law, and they may reflect the different styles of operation by board members.

In this model, we do not presume to suggest one way for the Policy Board to function. We do, however, attempt to point out the critical policy decisions which must be made in designing an inservice education program. An example of the by-laws of a policy board is included in the Resource Guide.

Planning Committee

A different role is carried out by the planning committee. This committee may be appointed by the Policy Board. Members may be elected by the groups each represents--e.g. teachers elected by teachers, parents by parents, etc. Their function is to define specific inservice objectives and the activities which will take place. They should be persons who are both competent and willing to do this planning. They may need to acquire additional information and skills. They will be working together over a long period of time, so some attempt may be made to improve their ability to solve problems as a group and intiate new ideas.

The membership and specific charges for planning committees will vary from district to district. There may be one planning committee for planning inservice education for the entire school system, or they may be different committees with considerable autonomy in each of several school buildings. The local Policy Board will make these decisions.

Task Forces

Each of these district or building planning committees may appoint sub-committees or task forces to plan specific programs within the overall plan. For instance, there might be a special task force to plan for the training which might result in improved skills on the part of every teacher to diagnose and prescribe for the children in their classes who have special learning difficulties.

Inservice Coordinator/Documentor

Not all the functions of the inservice education planning process can be carried out efficiently by committees. Some one person has to be responsible for the management of the process--call meetings, see that materials are duplicated and distributed, lead discussions and planning sessions, communicate with other agencies, write sections of the plan, etc. There may be a single coordinator for the inservice education process. These management and documenting functions may be carried out by several individuals. In Teacher Corps projects, a documentor will receive special training for this role.

The coordinator, in effect, is the executive secretary for the planning committee.

Special writing assignments may be assigned to individuals by the task forces or committees who are doing the planning.

Clients

Finally, there are the clients--the targets of the inservice education plan. All of the studies about inservice education seem to agree that the clients, the teachers or other members of the school staff, should be involved in the planning as well as in the implementation of inservice education programs. The clients should contribute to the planning

process both by helping to design different elements of the program and also by reviewing the inservice plan at different points in the planning process.

Among clients, the building principal is a key person. If the principal is not a member of the Policy Board or Planning Committee, the planning coordinator should build in some special arrangements for involving this person at different points in the process.

Local Variations

There will be many local variations. The constituent groups which must be involved will be different. For instance, there may be only three constituencies, or there may be six or more. The individuals who control the resources may vary. For instance, the president of the teachers' organization may not have veto power over inservice education if that is not part of the negotiation package at a given school.

There may be an autonomous planning committee for each building instead of one planning committee for the entire system.

General Principles for Assigning Roles and Responsibilities

Whatever the local variations, there seem to be these principles:

1. Policy and budget decisions must be made by the persons who already have control of the resources which will be necessary for inservice education.

2. Planning decisions must be made by persons who have the necessary competencies and who have the trust of one or more of the participating groups.

3. There must be committed individuals to carry out those tasks which are efficiently done by one person rather than a group. There must be a coordinator or manager for the process.

4. Small working groups must be given responsibility for specific inservice program objectives and for defining the activities which will meet those objectives.

5. Clients must be involved in designing and approving the inservice education plan.

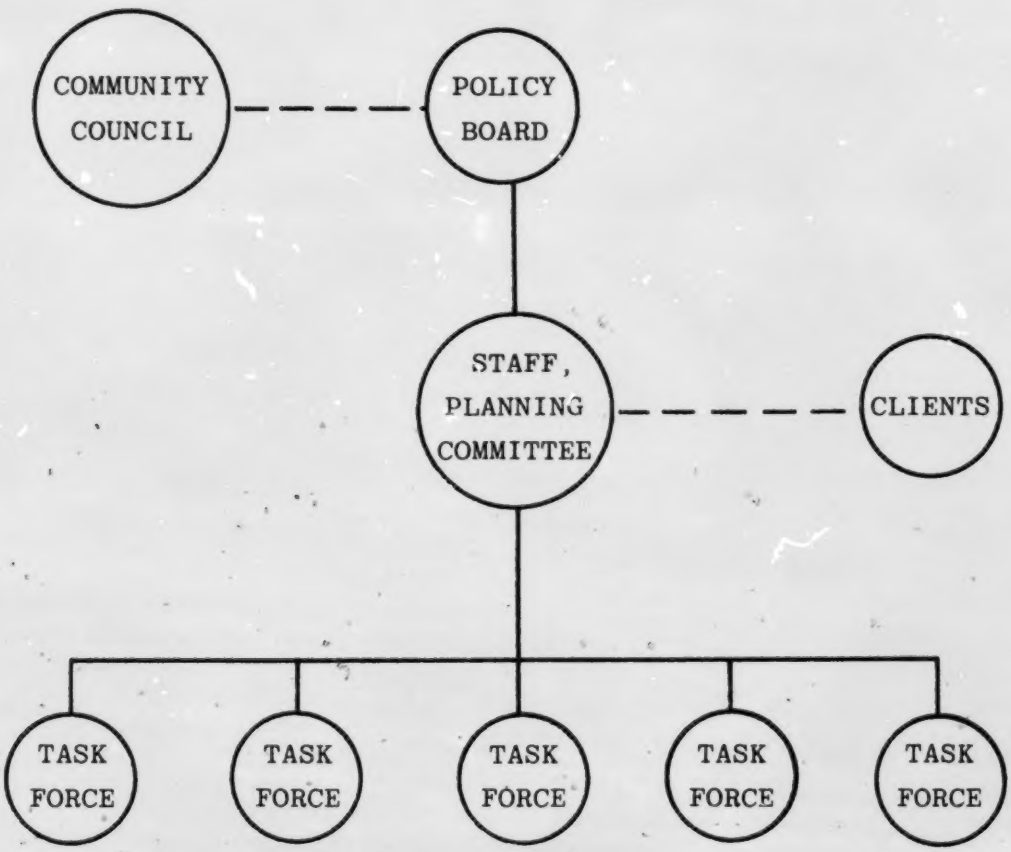
6. There must be a way of communicating among all these groups so that there are opportunities for each group to share in the ultimate plan.

Relationships Among Key Personnel

Figure 1 shows how these groups might relate to each other during the planning process.

FIGURE 1.

RELATIONSHIP AMONG KEY PERSONNEL IN PLANNING PROCESS



CRITICAL DECISIONS AND EVENTS IN THE PLANNING PROCESS

Introduction

Throughout this planning model there are two intentions. One is to assure potential users of the model that local circumstances will determine the nature of the plan. The other intention is to present these potential users with principles or information about inservice education which seem to apply to all schools, regardless of local conditions. Clearly the two intentions are in some conflict.

In this part of the planning model, we offer a series of events or decisions which we think all planning teams will need to consider. How these critical events are planned will differ, but some way or another they will be part of the planning process.

Organizing for Planning

There are a number of preliminary steps to deal with before the planning process can begin. If these steps are not addressed at the beginning of the planning period, they may become problems later.

Establish a Governance System for the Planning Period

A governance system should include the definition of a Policy Board and its relationships to the working groups who will produce the inservice plan. For instance, at what points in the process will it be necessary for the Policy Board to give its approval? Will there be a formal system for appointing planning committees and task forces so that these groups are representative of the various participants? At what points will the approval of teachers be necessary?

How these individual decisions are made may vary from project to project. One project may assume that once the Policy Board has appointed a Planning Committee, then there will be no need for further involvement of that board until the plan is complete. In another governance system, the Policy Board may be involved frequently to review and provide support to the work of the various planning groups.

Appoint the Key Working Groups--the Planning Committee(s)

Logically, the team who will be responsible for developing the inservice education plan will be appointed by the Policy Board. The board members represent the constituencies involved and presumeably can act for them. In some cases, for instance where the entire program is to be limited to one elementary school, the constituent groups (teachers, principals, parents) may elect the Planning Committee. The Planning Committee may direct the process for the entire school feeder system, or there may be autonomous planning committees in each of several school buildings.

Determine the Budget for the Planning Process

The budget may be very informal or even consist entirely of hidden costs, i.e. the hides of the members of the Planning Committee. Again, a more formal and logical scheme would find the Policy Board, with the aid of the Planning Committee, making this decision at the start of the planning period.

Select a Coordinator

To manage the process and do those acts which are

best performed by an individual rather than the Planning Committee, a Coordinator will be needed. This person may be appointed by the Policy Board, elected by the Planning Committee or be selected through a combination of approaches. It will be helpful, perhaps necessary, for the Coordinator's responsibilities to be defined and agreed to by the board, committee and participating teachers.

The Coordinator and Planning Committee Will Become Better Informed About Inservice Education

The planning staff probably will be selected partly because these persons already possess some information about the inservice education process and the local conditions which will govern that process. They will, however, need to know about alternative inservice education approaches which may be new to their district, and about this model in particular.

There are some exhibits in the "Resource Guide" of this model which may be useful. For instance, there are two examples of what an inservice plan might look like.

The Coordinator, Planning Committee(s) and Professional Staff Will Need to Improve Their Skills at Group Problem-Solving

In each of the four school districts where this

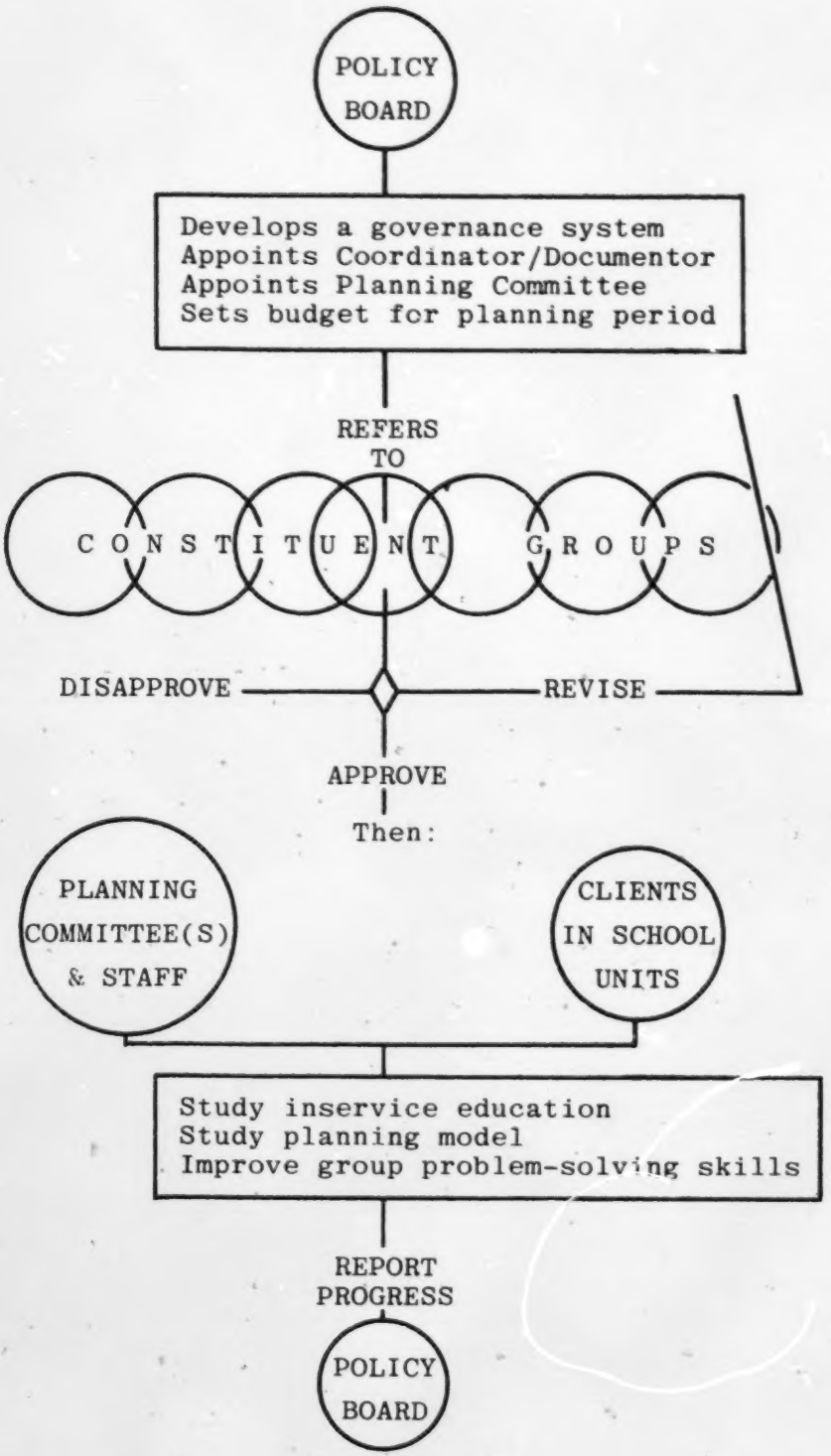
model was implemented, as well as in the school district which participated in developing the original form of the model, the staff found it necessary to improve their interpersonal communication techniques. All five school districts agree that this human relations training should occur early.

There are many different techniques for helping a group learn to work together. Two examples are provided in the "Resource Guide". The approach used at a particular site will probably be determined by the consultant who is invited to provide the training.

Figure 2 is an example of the sequence of steps which could prepare groups for inservice planning.

FIGURE 2.

EXAMPLE OF A PROCESS FOR ORGANIZING FOR PLANNING



Defining Local Inservice Guidelines

Local inservice guidelines are those conditions which seem to prevail over a relatively long period of time and determine the nature of specific inservice education training programs. These local conditions result in programs which vary from site to site. Yet, these very different programs may be equally effective. The quality of the local program seems to depend upon how well what is planned is consistent with the local aspirations and limitations.

Once the local inservice guidelines have been determined, it will be clear to planners just which combinations of specific training objectives, delivery systems and alternatives for different clients are likely to be effective and acceptable.

Establishing Ownership of the Inservice Program

One of the assumptions for this model is that a single school unit is the most appropriate target for bringing about change. An individual teacher seldom is effective in bringing about lasting institutional change. An entire school system ordinarily is too large and diverse a population to focus upon specific changes.

Also, the consensus of research studies by the staff who developed this model was that it is very important that the teachers who are to be the subjects for inservice education shall participate in planning that program.

Therefore the staff of a single unit should be the owners of the inservice program.

Tasks I, II, and III in the Process Guide may help teachers begin to understand that indeed the inservice plan will become their program.

By completing these Tasks as proposed in the "Process Guide", the staff of each school unit will have described some aspects of the inservice education program they prefer.

Setting Priorities and Goals

The Planning Committee and Coordinator will need to establish the reasonable goals for local inservice education. Reasonable goals represent a compromise between the aspirations of the professional staff and the parents on one hand, and the constraints imposed by agencies external to the school plus the limited resources of the school on the other hand.

There are a series of Tasks in the "Process Guide" which are designed to help the Planning Committee arrive at these goals. The tasks are:

Task IV: Priorities, Requirements and Regulations

Task V: Needs Assessment

Task VI: Long and Short Term Goals

Task VII: Resources

Also, in the "Resource Guide", there is an example of a needs assessment which was developed by a school planning team. The Needs Assessment may be the step in local planning which will require the most staff time and involve the most people.

Preparing a Trial Statement of Local Inservice Guidelines

If the Planning Committee members have worked with teachers and others on the school staff to determine their preferences, and if the committee(s) members have defined reasonable goals for the professional development of that staff, then it will be possible to draft local inservice guidelines.

Task VIII in the "Process Guide" outlines a series of activities which should help the Planning Committee(s) develop these guidelines.

Also, an example of local inservice guidelines appears in the "Resource Guide".

Teachers Respond to Local Inservice Guidelines

When the Planning Committee(s) has determined what is possible for inservice education, then teachers and others in the school unit should have a chance to respond. Two tasks in the "Process Guide" are designed to provide the Planning Committee(s) with information about teachers' probable participation.

These Tasks are:

Task IX: Definition of Teacher Roles

Task X: Incentives

Importance of Local Inservice Guidelines

The Planning Committee(s) may revise the local inservice guidelines after the intended clients

for inservice have responded to those guidelines. These guidelines will determine the inservice education programs for an extended period of time. In the case of five-year Teacher Corps projects, the period of time will be the extent of the project.

If there is an aspect of this planning model which is unique in the literature about inservice education, it is this process of defining local guidelines. We believe that effective inservice education needs to be both consistent with general principles and responsive to the specific conditions and values which prevail at a local site. The sequence of steps which results in these guidelines assures planning teams that specific programs will be in keeping with what is possible and acceptable at their schools.

After the guidelines have been approved by clients and perhaps the Policy Board, the Planning Committee may define missions for each of several Task Forces. These Task Forces, or sub-committees, will develop the plans for training programs which will be addressed to each of the prioritized goals. (For example, there may be a Task Force to plan training to facilitate "mainstreaming", another to plan consultant services to assist teachers who will develop a center for multicultural education, etc.).

Example of a Sequence of Steps Leading to Local Guidelines and Task Forces

Of course, there is no magic in the particular

Tasks which have been developed for the "Process Guide". These Tasks were tested in different schools and proved effective, but there are undoubtedly many other ways to obtain the same information.

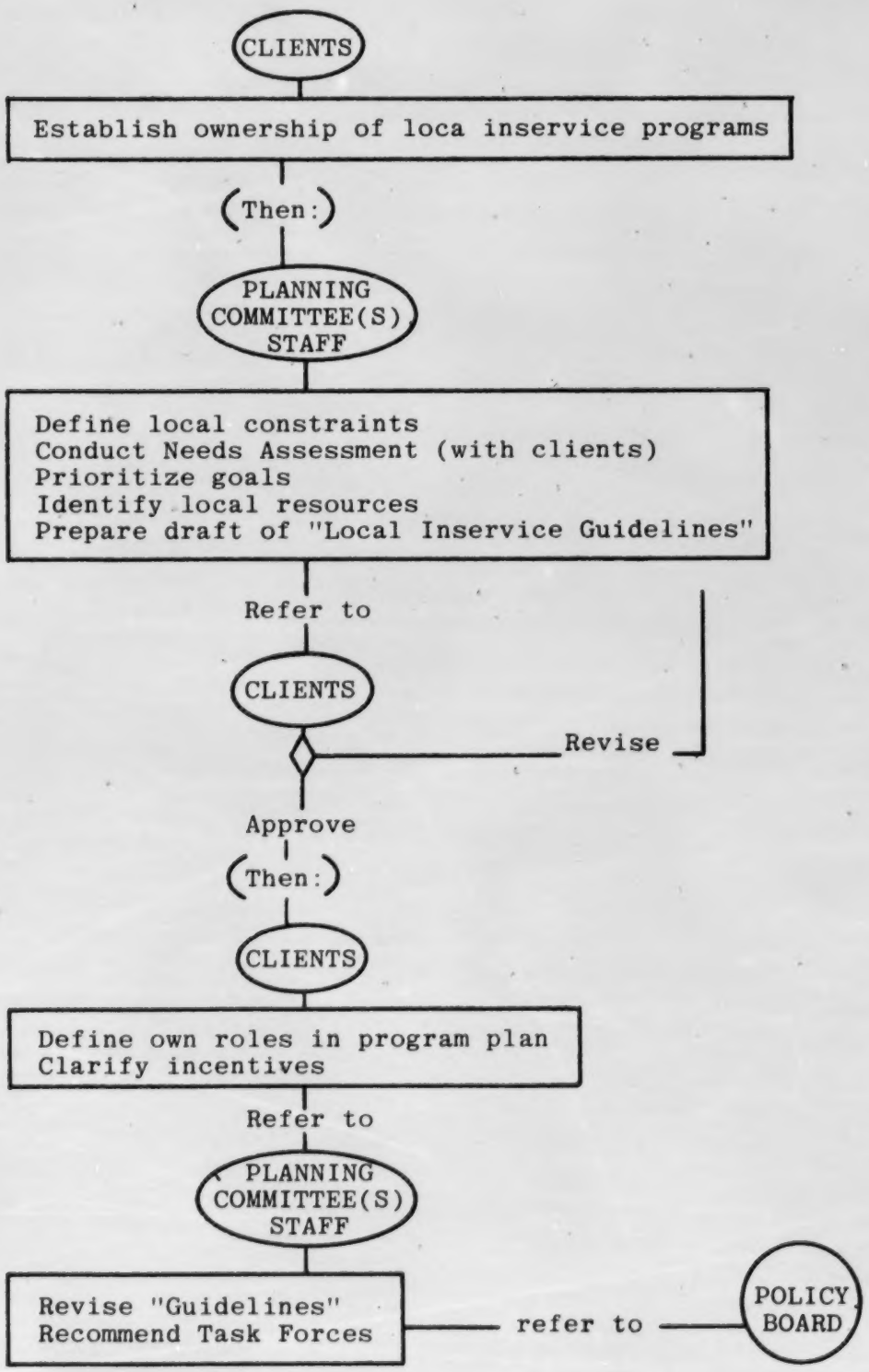
We suggest that certain Tasks be carried out by the school staff--the clients--and others by the Planning Committee. In two of the five pilot tests of this Process Guide, the Planning Committee completed all the Tasks.

We propose that the Tasks be completed in the order in which they are presented in the "Process Guide", but again, the order was different in different pilot tests.

Figure 3 shows this suggested order of events.

FIGURE 3.

EXAMPLE OF A PROCESS LEADING TO LOCAL INSERVICE GUIDELINES



Task Forces Prepare Plans for Meeting Prioritized Goals

Each Task Force will develop a plan for meeting one or more specific problem, need or goal. The mission for each Task Force probably should be defined by the Planning Committee. The nature of Task Force proposals for teacher activities should vary according to the mission. In general, teacher activities will be (1) intended to improve the competencies of individual teachers or (2) designed to facilitate a direct attack on a school problem, i.e., a critical need of pupils.

There are three Tasks in the Process Guide to assist Task Forces:

Task XI: Program Objectives

Task XII: Methods and Content

Task XIII: Alternatives

Also, in the "Resource Guide" there is an example of a management plan for a specific program designed by a Task Force.

The Task Forces may wish to obtain reactions to their plan from teachers and others. They will submit their plans to the Planning Committee.

The Planning Committee will assemble the Task Force plans, prepare some sort of time table for completing the separate plans and perhaps revise or refer some of the specific plans back to Task Forces.

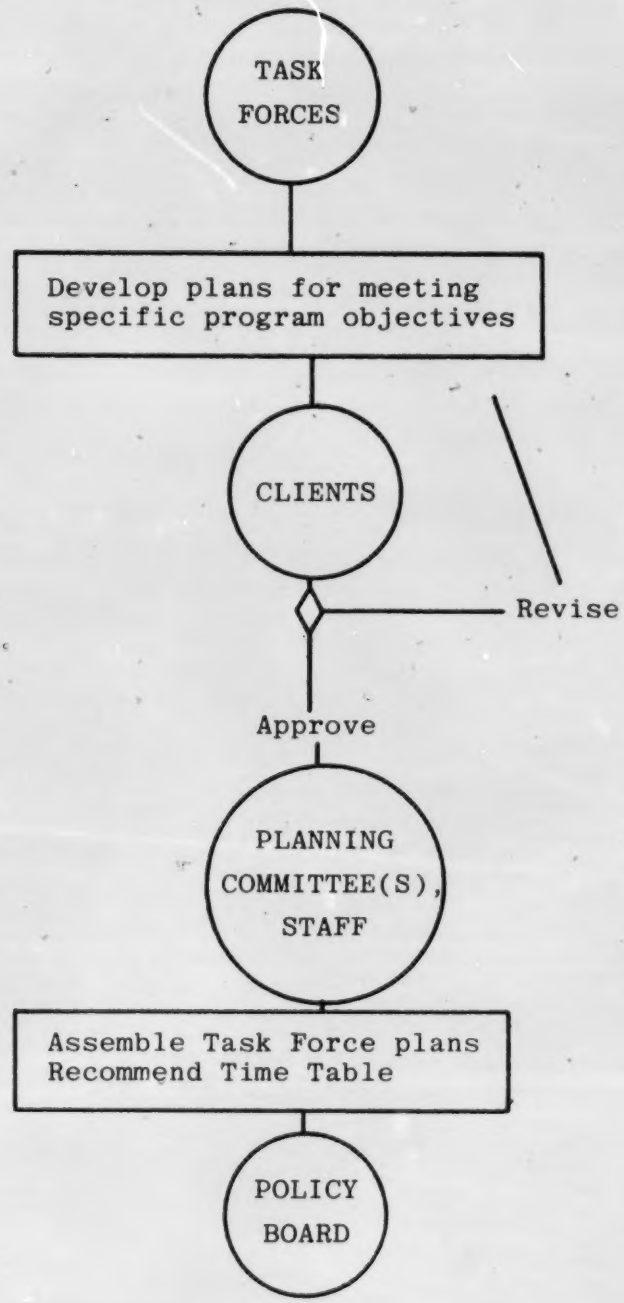
The final plan of inservice education will go from the Planning Committee to each school unit of teachers, parents or other potential clients. After these groups have approved the plan, the Planning Committee submits it to the Policy Board. Figure 4 shows this possible sequence.

Evaluating the Inservice Plan

Throughout the planning process, the coordinator or another person serving as documentor should record the progress of the various working groups. Some evaluation procedure could occur as part of each Task. As

FIGURE 4.

EXAMPLE OF A SEQUENCE OF STEPS FOR PREPARING SPECIFIC PLANS



part of each Task in the "Process Guide", there is such a procedure. Clients and the Planning Committee may use the task to formulate their own "indicators", a procedure which requires the groups to make judgments about each of their own planning activities.

Another resource for local teams who will be evaluating their plan is the set of indicators which are offered in Process C in the "Monograph". Process C is a set of suggestions for evaluating sixteen critical areas in planning for local inservice education. The Planning Committee and coordinator could simply review the entire plan in light of these sixteen critical areas and possible indicators.

An evaluation procedure based on Process C is presented in the "Resource Guide".

When the inservice plan is finally presented to the Policy Board, the coordinator or documentor should provide information which will help the board make decisions such as these:

1. How much of the total plan can be implemented next year? In later years? Not at all? How much will each major program cost in time and money?

2. Will the plan make any difference in the way teachers carry out their professional assignments?

3. Will the plan result in significant changes in the performances of pupils?

4. How much of the plan will receive the whole-hearted support of the community?

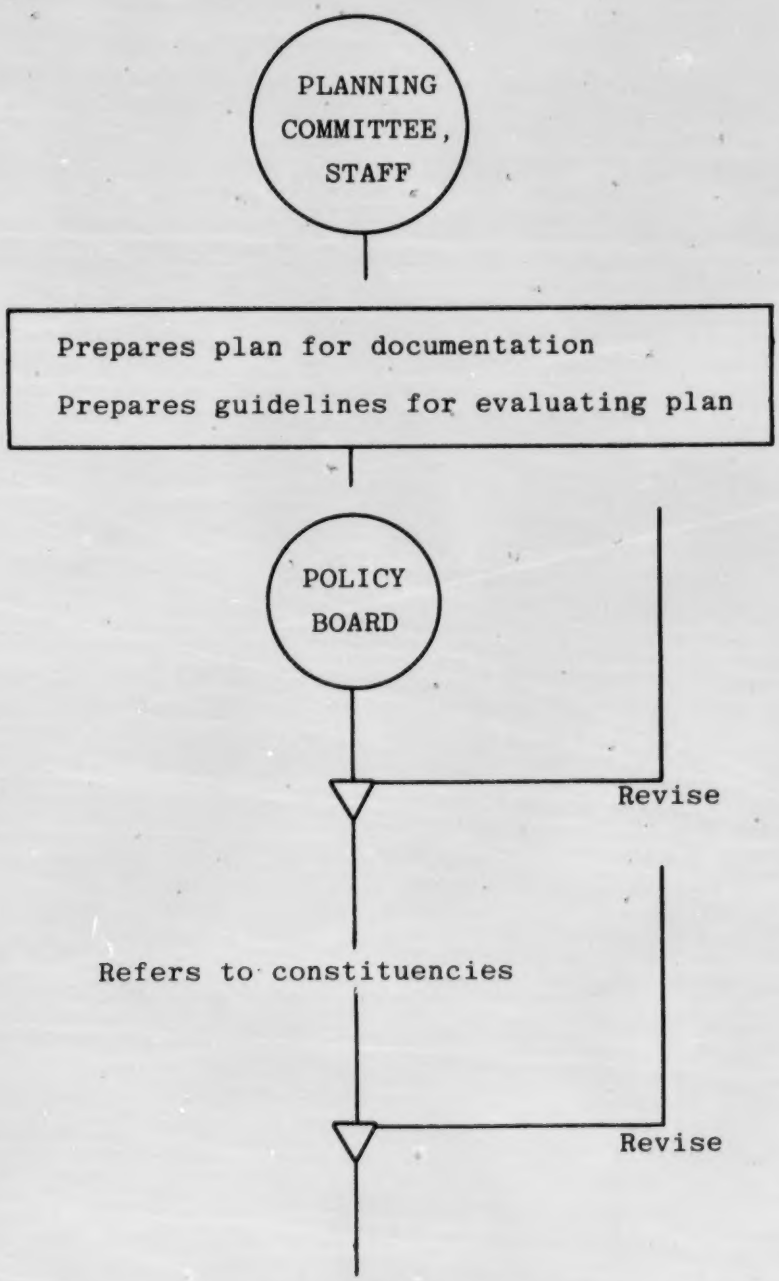
5. What decisions will the Policy Board need to make to insure that approved parts of the plan are implemented?

The Policy Board may need to refer its recommendations to the constituencies of each board member before giving final approval.

Figure 5 shows this suggested process for evaluating the total inservice plan.

FIGURE 5.

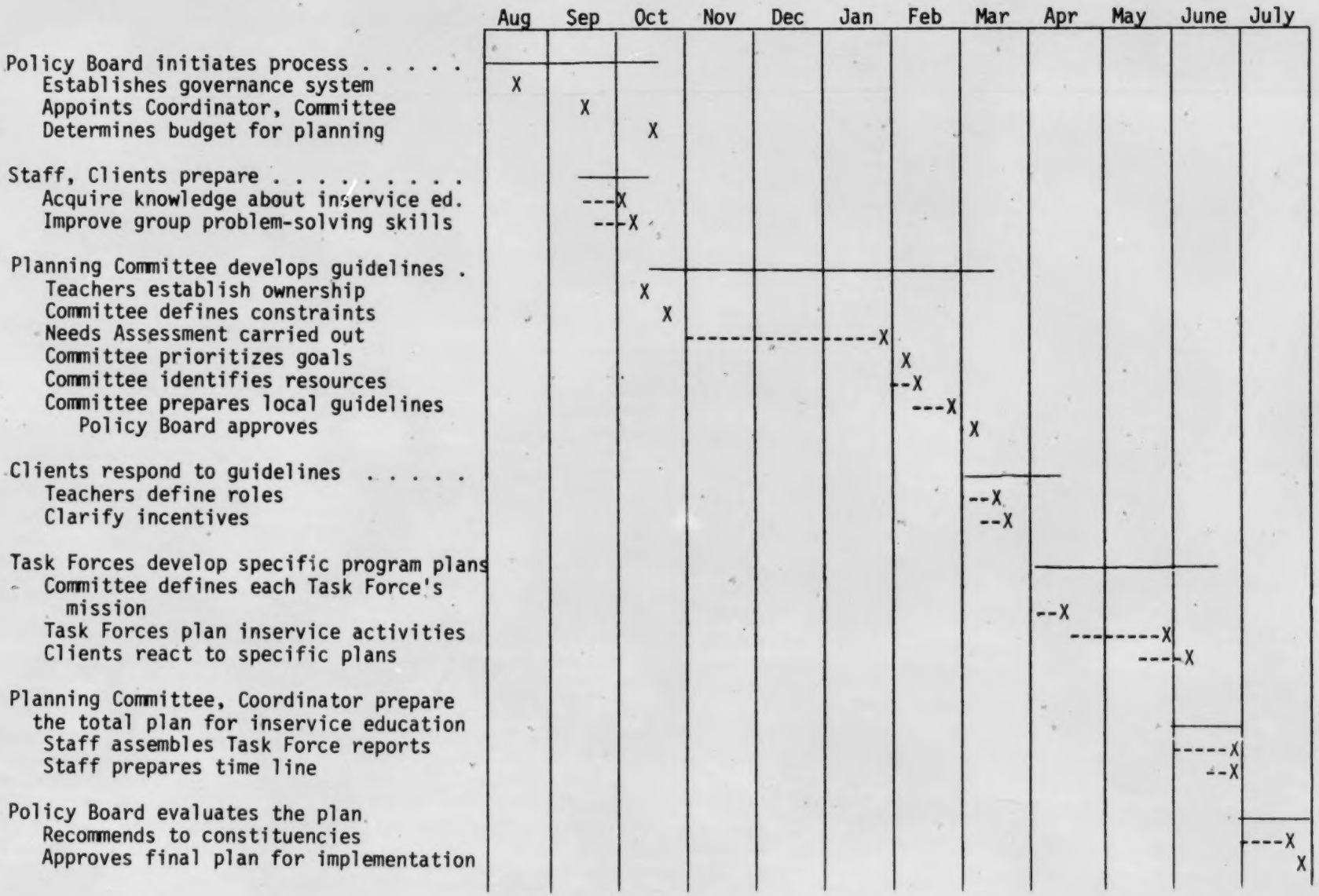
AN EXAMPLE OF THE SEQUENCE OF STEPS FOR EVALUATING THE PLAN



What Does a Time Line Look Like?

Figure 6 shows a suggested time line for the various activities which are proposed in the inservice planning process. Again, as in other parts of the model, the suggestion for this sequence of events is intended to provide an example, not a prescription.

FIGURE 6. SUGGESTED TIME LINE FOR PLANNING PROCESS



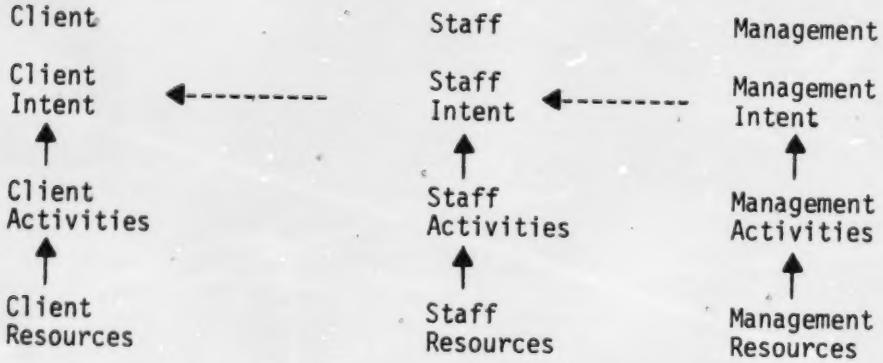
THE MANAGEMENT BLUEPRINT

Strategy for the Management Blueprint

The management blueprint for this planning process is a modification of the "blueprint" model developed by Hammond(1). The essential elements of the plan will be described below, and a draft copy of a management blueprint as it might be used by a Teacher Corps project is provided following the narrative.

The model used in the plan assumes that management will involve three distinct groups - clients, staff and management. (For our purposes, the management group is divided into administrative and policy subgroups.) The second assumption of the model is that each of the personnel groups can be characterized by its intentions, its activities and methods, and its resources. The relationships among the groups and functions can be seen in the two dimensional matrix shown in Figure 7.

FIGURE 7. MANAGEMENT MATRIX



As can be seen from the direction of the arrows shown in Figure 7, the focus of the plan is on the intent of the client group. The staff's intent is essentially to facilitate the work of the client in meeting his goals. The intent of the management group is to assist the staff.

(1) Robert L. Hammond, Principles and Procedures of Documentation and Evaluation, in Program Documentation and Evaluation, Peter J. Grey (ed.), The Far West Teacher Corps Network, Bellingham, WA., 1978.

The management blueprints developed in this manner are generally very clear in defining the roles and responsibilities of all the participants. The blueprints themselves are very useful in providing information to individuals involved in the plan, but not in the planning process.

A minimum of training is required to prepare the blueprints, and it is suggested that a similar plan be developed for each aspect of the inservice program. In the accompanying "Resource Guide" is a working draft of a management blueprint for the prescriptive-diagnostic part of a Teacher Corps inservice program.

A MANAGEMENT PLAN
FOR THE PLANNING YEAR OF A
TEACHER CORPS PROGRAM '78 PROJECT

MANAGEMENT PLAN FOR THE PLANNING YEAR OF A TEACHER CORPS PROGRAM '78 PROJECT

CLIENT: Teachers, aides, principals, teacher-interns, and/or other school professional staff.

STAFF: A Planning Committee for the inservice component of the project will be established early in the first year. The following would be the minimum representation: An inservice coordinator or executive secretary, 2 elementary school teachers, 2 middle or junior high teachers, 2 high school teachers, 1 or more principals and/or school administrators, 2 community representatives and 3 members of the faculty of the institution of higher education.

INTENT

What is the intent of the professional staff of the project schools with respect to improving the educational personnel development system during the first year of Program '78?

To adopt a site-specific plan for inservice education which will improve the educational opportunities of children from low-income families in project schools; there will be special consideration for programs dealing with multi-cultural education, variability of children, and dealing with children with learning and behavioral problems.

What is the intent of the Planning Committee with respect to the development of an inservice program during the first year of the Project?

To prepare a comprehensive plan for the development of an inservice program for professional personnel which will lead to improved school climate.

METHODS

What methods or activities will the professional staff participate in during the planning year that will lead to an improved educational personnel development system?

1.0 Preparation for Program Development:

- 1.1 Attend informational meeting on Teacher Corps and the planning process.
- 1.2 Participate in the selection of representatives for the Planning Committee.
- 1.3 Participate in workshop(s) on group problem solving skills.

2.0 Preparation of Guidelines for Local Inservice Program:

- 2.1 Assist in the defining the term "Inservice Education" - Task I
- 2.2 Evaluate previous inservice programs - Task II
- 2.3 Assist in the development of a governance structure for the inservice program - Task III
- 2.4 Participate in Needs Assessment

3.0 Respond to Draft of Local Inservice Guidelines

- 3.1 Define own roles - Task IX
- 3.2 Clarify incentives - Task X

4.0 Participate in Planning Specific Inservice Activities

- 4.1 Participate in selecting Task Forces.
- 4.2 React to Task Force plans.

5.0 Participate in Evaluating the Inservice Plan

- 5.1 Review recommendations of Policy Board

What methods or activities will the Planning Committee participate in during the planning year that will lead to an improved educational personnel development system?

1.0 Preparation for Program Development:

- 1.1 Study inservice models, including this one.
- 1.2 Acquire group problem-solving skills.
- 1.3 Recommend budget for planning to Policy Board.

2.0 Preparation of Guidelines for Local Inservice Program

- 2.1 Conduct teacher workshops to establish ownership.
- 2.2 Define local constraints - Task IV
- 2.3 Carry out Needs Assessment - Task V
- 2.4 Prioritize needs in terms of program goals - Task VI
- 2.5 Identify resources - Task VII
- 2.6 Prepare statement: "Local Inservice Guidelines" - Task VIII

3.0 Participate in Developing Specific Inservice Programs

- 3.1 Conduct workshops so teachers may respond to guidelines.
- 3.2 Refer guidelines to Policy Board.

4.0 Participate in Developing Specific Inservice Programs

- 4.1 Recommend Task Forces.
- 4.2 Define missions of Task Forces.
- 4.3 Task Forces -- A Task Force will develop specific plans for each prioritized goal
  - 4.31 The Task Force(s) will define specific objectives - Task XI
  - 4.32 Task Force(s) will select appropriate delivery systems - Task XII
  - 4.33 Task Force(s) will design alternative methods for different clients - Task XIII
  - 4.34 Task Force(s) will provide the means for documenting, evaluating programs.
  - 4.35 Task Force(s) will refer their plans to the Planning Committee

5.0 Prepare Total Plan for Inservice Education

- 5.1 Assemble Task Force reports.
- 5.2 Prepare time table.

6.0 Participate in Evaluation of Plan

- 6.1 Provide data to Policy Board for evaluating plan.

RESOURCES

What resources will be available to the professional staff during the planning year to assist them in developing the educational personnel development system?

1.0 Human: The members of the planning committee and the project staff will be available to individuals and groups to provide information and clarify tasks. Consultants can be requested, through the Planning Committee, from the university, school district, and the Network.

2.0 Time: The professional staff can expect to be involved in planning activities less than two hours/month during the planning year.

3.0 Materials: None specified, but materials can be requested through the Planning Committee.

What resources will be available to the Planning Committee during the planning year to assist them in developing the educational personnel development system?

1.0 Human: The Planning Committee will have available to it consultants from the university, the Teacher Corps Network and the Teacher Corps Technical Assistance Centers.

2.0 Time: Members of the Planning Committee can expect to participate in one half day meeting per month and one or more training sessions.

3.0 Materials: As needed and approved by the Policy Board.

MANAGEMENT

ADMINISTRATION: Inservice Coordinator and Documentor

POLICY: The Policy Board that is required of a Teacher Corps Project will be the Policy Board for the Inservice Program. The Board will include the Dean of the School of Education, the superintendent of the local school district, and the chairperson of the Community Council. The Policy Board may include others.

Advisory: The elected Community Council will serve as an advisory board. It will have a minimum of seven members.

What is the intent of the Inservice Coordinator and the Documentor with respect to the development of an inservice program during the first year of the Project?

Inservice Coordinator: To provide leadership, services and logistical support to the Planning Committee.

Documentor: To facilitate the collection and exchange of information between all participants in the Project and to design an evaluation plan.

What is the intent of the Policy Board with respect to the development of an inservice program during the first year of the Project?

To provide guidance and direction to the Inservice Coordinator, the Documentor and the Planning Committee.

What is the intent of the Community Council with respect to the development of an inservice program during the first year of the Project?

To provide community input for the inservice planning.

What methods or activities will the Inservice Coordinator and the Documentor participate in during the planning year with respect to the development of an inservice program during the first year of the Project?

1.0 Inservice Coordinator:

1.1 Training:

1.11 Study the Inservice Planning Model.
1.12 Develop skills in management planning.
1.13 Develop skills in group problem solving.

1.2 Providing Leadership to Planning Committee:

1.21 Develop and initiate training activities.
1.22 Coordinate training activities with participating agencies and technical assistance centers.
1.23 Prepare preliminary budget for review by Planning Committee.
1.24 Obtain necessary background data and information for Planning Committee.

1.3 Facilitating Meetings and Activities:

1.31 Preparing tentative calendar of events for planning year.
1.32 Prepare agendas for meetings of Planning Committee.
1.33 Provide secretarial and logistical support for meetings.
1.34 Prepare minutes and documentations for all meetings and activities.

2.0 Documentor:

2.1 Training:

2.11 Study of Inservice Planning Model.
2.12 Develop skills in developing management plans.
2.13 Validation and rating scales.

2.2 Program Development:

2.21 Prepare worksheets, surveys and questionaires.
2.22 Design monitoring system for program.
2.23 Prepare plans for formative and summative evaluations.
2.24 Provide system for exchange of information b th between participants and the participating agencies.

What methods or activities will the Policy Council participate in during the planning year with respect to the development of an inservice program?

1.0 Select the Inservice Coordinator.

2.0 Select the Documentor.

3.0 Select the members of the Planning Committee.

4.0 Review and approve the budget for the inservice planning activities.

5.0 Review and approve the "Guidelines for Local Inservice Education."

6.0 Review and approve all documentation and evaluation activities associated with inservice education.

7.0 Select members for the inservice task forces.

8.0 Evaluate final plan on basis of data provided by staff, documentor.

What methods or activities will the Community Council participate in during the planning year with respect to the development of an inservice program?

1.0 Recommend membership for the Planning Committee.

2.0 Assist in the development and implementation of needs assessment.

3.0 Provide the community with information on the project activities.

4.0 Prepare recommendation on inservice for Planning Committee and Policy Board.

What resources will be available to the Inservice Coordinator and the Documentor during the planning year to assist them in developing the educational development system?

1.0 Human: The same as those provided the Planning Committee. They will also have more direct contact with the Policy Board and the Community Council.

2.0 Time: Inservice Coordinator - 1/2 time position
Documentor - 1/4 time position
Secretary - 1/2 time position

3.0 Materials: As needed and approved by the Policy Board.

What resources will be available to the Policy Board and the Community Council during the planning year to assist them in developing the educational development system?

1.0 Human: None specified.

2.0 Time: Each group will meet eight times during the year. A major agenda item at each meeting will be the inservice program.

The Community Council will have the services of local consultant and a half time secretary.

3.0 Materials: None specified.